

Penn Cambria Curriculum

Course Name	Advanced European History
Length of Course	1 credit – 5 pds/week for one semester/block schedule
Grade Level	11-12
Prerequisites	Students must be in grades 11-12. 93% average or higher in history coursework
Course Description	Advanced European History focuses on a study of history from the Reformation to the present. This is a rigorous course with complex expectations and a research paper requirement. The emphasis is on developing an understanding of some of the principle themes in modern European history and an ability to analyze historical evidence. The content involves political, cultural, social and economic history. This course is a dual enrollment course with Mount Aloysius College.
Units of Study	Review and A Changing Europe Europe and the American colonies The Enlightenment The French Revolution Napoleon and Romanticism Nationalism, Liberalism and building of Nation-States Industrial Revolution in the 19 th Century Modern European Thought and Imperialism World War I Politics and Depression in the Post WWI Era World War II The Cold War and Modern Europe
Materials	Text: <u>The Western Heritage</u> (Combined Volume) by Donald Kagan, Steven Ozment and Frank Turner. Pearson, Prentice Hall c2004

- This course contains a **research paper requirement**. The research paper will align to objectives found in and across units within the course.

Assessments/ Measurement of Objectives:

- Objective quizzes and tests
- Student written responses (open-ended, essay and/or constructed response)
- Student created presentations/displays
- Document based essays
- Project based learning activities
- Classroom based activities related to learning objectives
- Homework / Independent Practice activities related to learning objectives
- Research projects and/or Research Paper
- Midterm and Cumulative Final Exam

PA Standard Alignment:

History

8.1.12 A Evaluate chronological thinking

8.1.12 B Synthesize and evaluate historical sources

8.1.12 C Evaluate historical interpretation of events

8.1.12 D Synthesize historical research

8.4.12A Evaluate the political and cultural contributions of individuals and groups to world history since 1450.

8.4.12 B Identify and evaluate primary documents, material artifacts and historic sites important in world history since 1450.

8.4.12 C Identify and evaluate how continuity and change have influenced world history since 1450 (ex: belief systems and religions, commerce and industry, innovations, politics, settlement patterns, social organizations, transportation, roles of women).

8.4.12 D Identify and evaluate conflict and cooperation among social groups and organizations in world history since 1450 (domestic instability, ethnic and racial relations, labor relations, immigration, military conflicts).

Civics and Government

5.2.12 C Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.

5.3.12 K Evaluate the strengths and weaknesses of various systems of government.

Geography

7.1.12 B Analyze the location of places and regions.

7.3.12 C Analyze the significance of human activity in shaping places and regions by their settlement characteristics.

7.3.12 D Analyze the significance of human activity in shaping places and regions by their economic characteristics.

7.3.12 E Analyze the significance of human activity in shaping places and regions by their political characteristics.

PA Core Standards for Reading and Writing in History and Social Studies

CC.8.5.11-12.A Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CC.8.5.11-12.B Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CC.8.5.11-12.C Evaluate various explanations best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CC.8.5.11-12.D Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10)

CC.8.5.11-12.E Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CC.8.5.11-12.F Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CC.8.5.11-12.G Integrate and evaluate sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CC.8.5.11-12.H Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CC.8.5.11-12.I Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CC.8.6.11-12.A Write arguments focused on *discipline-specific content*.

CC.8.6.11-12.B Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CC.8.6.11-12.F Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; demonstrating understanding of the subject under investigation.

CC.8.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.8.6.11-12.H Draw evidence from informational texts to support analysis, reflection, and research.

Unit: Review and A Changing Europe

Estimated Time: Two Weeks

Curricular Objectives:

- Assess the impact of the Protestant Reformation.
- Analyze the social, political, philosophical, and economic impact of the **Scientific Revolution** on Europe.
- Compare and contrast Thomas Hobbes and John Locke's view of government and its impact.
- Explain the structure of politics, economy and society in the **feudal system** ("Old Regime").
- Identify the causes of the Agricultural Revolution and its effect on European society.
- Analyze the first Industrial Revolution's impact on workers and cities.

Suggested Methods of Instruction / Learning Activities:

- Mini research and 1-2 minute presentations on impact of important people during Scientific Revolution.
- Primary source readings including but not limited to excerpts from *The Leviathan* and *Two Treatises of Government*
- In-depth classroom discussions
- Classroom debate on Galileo's punishment
- Graphic organizer showing impact of Industrial Revolution on feudal system.

Unit: Europe and the American Colonies

Estimated Time: One Week

Curricular Objectives:

- Explain the impact of the Columbian Exchange on Europe and the Americas including effects on diets, nutrition, population, and disease.
- Examine the political and economic impact of **mercantilism** on both Europe and colonial areas.
- Analyze the impact of triangular trade, including **slavery and the slave trade** on Europe, Africa, and the European colonies.
- Compare and contrast English and Spanish colonial systems.
- Examine the results the mid-Eighteenth Century wars including the War for Austrian Succession and the Seven Years War.
- Evaluate the importance of the **American Revolution** on the European colonial system.
- Assess the concept of globalization as it relates to the Transatlantic Economy of the 17th and 18th centuries.

Suggested Methods of Instruction / Learning Activities:

- Primary source document "point of view" comparison activities (ex: slave owner vs. slave or European vs. American view of mercantilism)

- Mercantilism Simulation
- Readings on the importance of the Columbian Exchange on Europe
- Essay comparing Spanish and English colonial systems

Unit: The Enlightenment

Estimated Time: One week

Curricular Objectives:

- Identify the intellectual and social factors that **led to the Enlightenment**.
- Analyze the impact of **significant figures of the Enlightenment** on religion, politics, society and economy.
- Describe how the **Enlightenment impacted absolutism** in Europe.

Suggested Methods of Instruction / Learning Activities:

- Primary source readings from various Enlightenment thinkers including Voltaire, Rousseau, Montesquieu, Kant, and others
- In-depth class discussions
- Essay on an Enlightenment figure's beliefs and their impact on European government and thought

Unit: The French Revolution

Estimated Time: Two weeks

Curricular Objectives:

- Examine the causes, events and results of the **French Revolution** in terms of social, political and economic factors.
- Evaluate the impact of the French Revolution on Europe

Suggested Methods of Instruction / Learning Activities:

- Analysis of primary sources of the French Revolution including the *Death of Marat*, *Declaration of the Rights of Man*, *The Tennis Court Oath*, among others
- Essay on the causes leading to the French Revolution with outside research required
- Reading and class discussion of *A Tale of Two Cities*
- Classroom Trial: Should King Louis XVI be put to death?

Unit: Napoleon and Romanticism

Estimated Time: One Week

Curricular Objectives:

- Analyze factors that led to **Napoleon's** rise and downfall.
- Evaluate the impact of **Napoleon's empire** on Europe.
- Analyze the impact of **Romanticism** through art, literature, and philosophy on Europe.

Suggested Methods of Instruction / Learning Activities:

- Analyze primary sources including music, art, literature, and philosophy from the time
- In-depth discussions
- Romanticism and Art: Select a piece of art from the Romantic period and explain how it embodies concepts of Romanticism

Unit: Nationalism, Liberalism, and the Age of Nation States

Estimated Time: One week

Curricular Objectives:

- Analyze various factors that led to a **rise in nation-states** in Europe.
- Discuss the impact of these various nation-states on Europe.
- Compare the ideologies of **nationalism, liberalism and conservatism** in 19th Century Europe.
- Analyze the **successes and challenges of these ideologies** on politics, government, culture, economy, and society.

Suggested Methods of Instruction / Learning Activities:

- Primary source analysis
- Research and present important figures in the unification process (Bismarck, Cavour, Garibaldi, etc)
- Essay comparing and contrasting the building of different nation states (Germany, Italy)
- Classroom discussions

Unit: Industrial Revolution in the 19th Century

Estimated Time: 1.5 weeks

Curricular Objectives:

- Analyze the impact of the **Industrial Revolution in the 19th Century** on the economy, on population trends, and on society.
- Determine the **impact of the Industrial Revolution** on political ideologies.
- Compare and contrast the Industrial Revolution in the early 1800s with the late 1800s.

Suggested Methods of Instruction / Learning Activities:

- Primary source analysis on Smith's *Wealth of Nations* and Marx's *Communist Manifesto*
- Essay evaluating concepts proposed by Smith and Marx
- Classroom debate: Smith vs. Marx
- Group Presentation: Students present on different aspects of the revolution including inventions, problems resulting from the revolution, the rights of workers, governmental reforms
- Classroom discussions

Unit: Birth of Modern European Thought and European Imperialism

Estimated Time: 1.5 weeks

Curricular Objectives:

- Examine the impact of science on European thought, religion, and politics
- Analyze the concepts of realism, naturalism, and modernism on art, literature, and philosophy
- Identify the causes and effects of imperialism on Europe, Africa, and Asia

Suggested Methods of Instruction / Learning Activities:

- Primary source analysis (Nietzsche, Darwin, and Social Darwinism)
- Political cartoon analysis
- In-depth discussions
- Debate: Does Imperialism do more harm than good?

Unit: World War I

Estimated Time: Two weeks

Curricular Objectives:

- Recognize **new social consciousness, social classes and political ideas** that emerged in the early 20th Century and analyze the impact of these changing ideas on various components of society.
- Analyze the causes, events and results of **World War I** in terms of politics, government, society and economy.
- Analyze the causes, events and results of the **Russian Revolution** in terms of politics, government, society and economy.

Suggested Methods of Instruction / Learning Activities:

- *Animal Farm* analysis and understanding the Russian Revolution
- WWI Battle and Technology Project and Presentation
- Treaty of Versailles Simulation
- Class Discussion: WWI – was it inevitable?
- Primary source analysis including WWI accounts
- Map quiz after WWI

Unit: Politics and Depression in the Post-WWI Era

Estimated Time: One Week

Curricular Objectives:

- Explain the fundamental causes that led to the **rise of dictatorships in Europe** after World War I.
- Compare and contrast **fascist** and **communist** ideals in the post-war era.
- Analyze factors contributing to the **Great Depression** in Europe.

Suggested Methods of Instruction / Learning Activities:

- Essay comparing and contrasting fascism and communism
- Classroom Discussion/Debate: Should the WWI peace be responsible for WWII?
- Mini-project detailing important technological innovations of the era
- Primary source analysis including gulags and Stalin's purges

Unit: World War II

Estimated Time: Two weeks

Curricular Objectives:

- Analyze the root **causes of World War II**.
- Explain major political, social, economic and military **events** in Europe in **World War II**.
- Examine the long-term **impact** of **World War II** on Europe.

Suggested Methods of Instruction / Learning Activities:

- Essay and Debate: Who is history's worst villain – Stalin or Hitler?
- WWII Battle Project examining the significance of various battles in European theater
- Primary source analysis including first-hand accounts, propaganda, and speeches

Unit: The Cold War and Modern Europe

Estimated Time: Two Weeks

Curricular Objectives:

- Analyze the causes of the **Cold War**.
- Explain major political, social, economic and military events in Europe during the Cold War era.
- Examine major political, social and economic factors influencing the development of **modern Europe**.
- Analyze **current events** impacting modern Europe to **identify trends** in politics, society, ideology and economics.

Suggested Methods of Instruction / Learning Activities:

- Map quiz on Cold War Europe
- Primary source analysis with focus on tensions between the east and west
- Essay on the reasons for the fall of communism in the Soviet Union
- Classroom discussions on current problems in Europe